

# SCHOOL CONTEXT STATEMENT

Updated: 01/02/2010

**School Name:** Littlehampton Primary School

**School Number:** 0225

## 1. General Information

### Part A

School name : LITTLEHAMPTON PRIMARY SCHOOL  
Pre school No. : 1829  
School No. : 0225 Courier : R42/5  
Principal : Ms Jenny Lewis  
Postal Address : 16-32 Baker Street, Littlehampton 5250  
Location Address : 16-32 Baker Street, Littlehampton 5250  
District : Hills Murraylands  
Distance from GPO : 35 kms Phone No.: 08 83911194  
Fax No. : 08 83982154  
Website: [www.littlehaps.sa.edu.au](http://www.littlehaps.sa.edu.au)

### PRESCHOOL (CPC)

February FTE Enrolment

	2006	2007	2008	2009	2010
TOTAL	40	36	24	37	40

### SCHOOL

February FTE Enrolment

	2006	2007	2008	2009	2010
Special etc	-	-			
Reception	37	38	31	22	32
Year 1	44	43	47	32	29
Year 2.	45	42	43	45	40
Year 3.	36	55	41	38	41
Year4.	27	37	53	39	39
Year 5.	41	25	38	51	42
Year 6.	33	42	23	35	50
Year 7.	37	30	36	23	34
TOTAL	300	312	312	284	307

School Card Approvals (Persons) 45 – 55 each year.(17% -22%)  
ESL Total (Persons) nil  
Aboriginal FTE Enrolment 4 FTE

Note: Placement points for Complexity and (Base plus Isolation) can be obtained from the document 'Placement Points History' in the 'schools/placement' section of the 'Legal and Policy Framework Library' available on the departmental CD-ROM or web-site.

## **Part B**

### **Deputy Principal**

Mr Christopher Bourne - tenured until end of 2010.

### **Staffing numbers** (Jan, 2010). 15.56 FTE includes:

Principal and Deputy Principal

Teacher/Librarian 0.8

Special Education 0.27 (converted to SSO hrs).

12 classes with the possibility of a 13<sup>th</sup> (early years class) again in 2010

School Service Officers – 98 hrs per week.

### **Leadership Positions**

Co-ordinator Level 2. – Teaching and Learning (Numeracy & Mathematics focus)

Co-ordinator Level 1. – Early Years

### **Flexible Initiatives Resource (FIR)**

Currently used to provide extra 30 mins NIT FTE, and

3 TRT days for each full time teacher, to be used to reduce workload;

### **Child Parent Centre**

0.9 Teacher.

26 hours/week SSO (currently held by two people)

### **Staff Gender Profile**

4 male, 23 female

### **CPC- Child Parent Centre**

The Child Parent Centre provides 4 half day sessions of preschool to children for one year prior to their 5<sup>th</sup> Birthday. Children are able to begin one pre-entry session per week for the term prior to their 4<sup>th</sup> birthday. The CPC is currently located in the old principal's house.

### **Playgroup**

A playgroup operates in our Child Parent Centre on Friday mornings for parents and children under the age of 5.

### **Out of School Hours Care**

A new OSHC service commenced in 2009. It operates from 3:15 to 6:00, providing after school hours care and vacation care. The director is Kathryn Schultz.

### **Enrolment trends**

There has been a steady increase over the last 7 years with increased housing developments in the Littlehampton area. This has slowed over the past 2 years. School numbers are expected to stabilise at a maximum of 320 students.

### **Special Arrangements- Zone of Right**

The school has a zone of right, which restricts enrolment to a specific geographic area around the township of Littlehampton.

### **Year of opening**

The school opened in 1900 in the original stone school building. This 1900 sandstone building has been included in the development of the main Administration and classroom block.

### **Public transport**

A bus service is available to and from Adelaide from North Terrace Littlehampton.

## 2. Students (and their welfare)

### General characteristics of the student body

As Littlehampton is a zoned school the majority of students live in the Littlehampton area and move together from playgroup and pre-school in the child parent centre into the R-7 section of the school, enabling good transitions and a sense of belonging. This continuity of schooling is valued by parents. While largely a monocultural school, there is a diverse range of individual values and attitudes.

### Pastoral Care and Leadership

Class teachers have the major role in pastoral care. The majority of classes are composite classes and each class has a buddy class which they work with for some activities. While our school has no school counsellor, the deputy principal role includes a 0.1 component for counselling students.

### Student Behaviour Management

Our Student Well-being Policy was reviewed in 2006. Its focus is in developing a positive climate and supporting students in self managing their behaviour and learning effective skills for productive work and play. The school has four fundamental rights and expectations, which encompass areas of **safety, communication, respect and learning**. Teachers and students rights are preserved through whole school behaviour management processes/consequences.

### Student Governance - Student Forums

Classes hold regular class meetings to make decisions on classroom issues. Since 2007 the school has provided a Student Forum model, replacing the SRC. Students from Years 2 – 7 join Student Action Teams in an area of interest. Year 6 & 7 students apply to lead forum groups of their choice. The Forum Leaders spend 1 hour a week with the Mentor teacher organising activities for their Student Forum members.

## 3. Key School Policies

**School Vision:** We aim to develop creative, confident learners who can adapt to and participate effectively in a rapidly changing world. We will value and promote personal excellence, a love of learning and quality relationships between the students, staff, parents and wider community.

**Core Business** The core business of Littlehampton P.S. is teaching and Learning in a Supportive Environment. Students are supported by explicit whole school and classroom actions to ensure four fundamental rights as teachers and learners are upheld: **Respect, Safety, Communication & Learning**.

**School Priorities** Our priorities for whole school improvement in the years 2009- 2011 are:

- Science & Inquiry
- Numeracy & Mathematics
- ICT – Information & Communication Technologies

### Recent Key Outcomes-Child Parent Centre

- implementation of Inquiry Learning
- provision of full day sessions
- approval and construction of new CPC facility
- continued strong links with Early Years section of the school

Outcomes from our Site Learning Plan 2005 – 2007 are listed below. We are currently looking at ways to support continued achievement, while developing new priority areas.

### Recent Key Outcomes-Primary School, R-7

<b>Literacy &amp; Numeracy</b>	Consistent high achievement in State and National Literacy & Numeracy tests, compared with district and state averages (especially in the area of literacy).
<b>The Environment</b>	Classroom programs related to environment, related to Coppins Bush; Student involvement in Sustainability Forums; Student involvement Student Forum groups “Power Savers,” “Wipe out Waste” “Recycling” and & Vegetable Garden; Sustainability initiatives include solar panels, rain water tanks, water saving taps, toilets & urinals Regular waste audits by KESAB
<b>Wellbeing</b>	Development of Anti-bullying policy and regular Bully audits;

Student Behaviour Management processes based on restorative justice principles, and a counselling approach to improving student behaviour;  
Development of our Superseven values with strong ownership of students, developing shared understandings and practicing these values, through our student wellbeing groups;

**The Superseven**     ***Respect, Kindness, Being Trustworthy, Including Others, Valuing Others, Fairness, A Positive Attitude***

## **4. CURRICULUM**

Our curriculum is developed in line with the South Australian Curriculum Standards and Accountability (SACSA) Framework.

### ***Preschool - CPC***

*The Pre School (CPC) phase of the Framework is built around seven Learning Areas:*

- self and social development
- arts and creativity
- communication and language
- design and technology
- diversity
- health and physical development
- understanding our world.

Development in children's pre-school learning is described through eight broad **Developmental Learning Outcomes**. These are:

- trust and confidence
- a positive sense of self and a confident personal and group identity
- a sense of being connected with others and their worlds
- intellectual inquisitiveness
- a range of thinking skills
- effective communication
- a sense of physical well-being
- a range of physical competencies.

### ***Primary School, Reception to Year 7***

The eight learning areas for Reception to Year 7 students are:

- English
- Mathematics
- Health and Physical Education
- Science
- Society and Environment
- Arts
- Technology
- Languages – French

A particular focus on the 'Essential Learnings', to foster students' capacity as individuals to prosper in changing times. These are:

- Futures
- Identity
- Communication
- Interdependence
- Thinking

### **Key Features of the Child Parent Centre**

- the pre-school environment is stimulating, safe and facilitates learning through play;
- programming, assessment and communication with parents about the curriculum and their child's learning is based upon the "Foundation Areas of Learning" document;
- a high focus is placed upon the development and assessment of students' oral language as a part of the early assistance plan;
- listening, concentration and literacy skills are enhanced through the daily use of Educational Kinesiology.
- children's learning and curriculum is communicated to parents through Student Learning Portfolios and interviews;
- continuity from pre-school to school is ensured through regular visits by school children to the kindy through the "buddy program;" and kindy visits to the school for library & music lessons. Children also participate in the formal transition programme as well as the informal interactions across the school with students and staff.

## **Key Features of our Primary School Program:**

**Environmental Education:** Our school has a strong commitment to environmental education over many years. The school played a role in developing Coppins Bush reserve in 1981, and continues to work with the community in developing and caring for this valuable area. Classes utilise Coppins Bush as a focus for environmental education.

**Wellbeing Groups:** An emphasis on wellbeing and on our school values, the Superseven (Respect, Kindness, Being Trustworthy, Including Others, Valuing Others, Fairness & a Positive attitude)

**Music and Arts:** supported by regular classroom music lessons, Choir for students in Years 5, 6 & 7; stringed instrument and voice lessons provided at the school; and access of our upper primary students to music lessons at Mt Barker High School.

**The School Band** is conducted by Bob Size, includes teachers and students. The quality of the band draws favourable public comment.

**Physical Education:** supported strongly through daily lessons, specialist teaching, participation in SAPSASA, swimming and Aquatics programmes, sporting clinics and school sporting events

**Literacy Development** supported through regular monitoring of literacy and numeracy data and annual tests, and development of individual or small group programs for students falling behind.

## **Special Needs- Student Support Programs**

The school provides support for student learning through:

- Special Education for students identified with Special Education needs through a Guidance report. The deputy principal coordinates this program and individual or small group assistance provided by School Services Officers.
- The Learning Assistance Programme (LAP). Parent and Community members who would like to assist are invited to do so.
- Gross Motor Skill Coordination Programme. (Fun & Games)
- Early Assistance screening and assistance in oral language and phonological awareness at 5 and 6 years of age.

### **In 2010 staff will also be trialling:**

- Multilit programme, an intensive 20 week program for students in Years 2-7 who have been falling behind with reading skills
- Individual Education Plans for students identified in NAPLAN tests, or students with an identified learning difficulty.

## **Teaching Methodology**

Teachers have an interest in pursuing Inquiry Methodology in line with our Site Learning Plan

Teachers at Junior Primary, Middle Primary and Middle School levels of schooling operate in teaching teams to deliver the maximum benefit to students.

The Middle School classes operate as a unit using specialist teaching and methodologies designed to best meet the needs of young adolescents.

## **Assessment & Reporting**

Some years an Acquaintance Night is held during the first weeks of term. In years when this is not held, parents are provided with written information about the classroom program, and invited to drop in to the classroom to meet the teacher informally.

Parent -Teacher interviews,

Mid Year and an End of Year written reports provide parents with information about their child's learning.

## **5. Sporting Activities**

**At School** students participate in a wide range of sporting activities including school Sports Day, Swimming Carnival and Cross Country. House Captains show great leadership during these events.

**SAPSASA** Students in Years 4 – 7 also participate in SAPSASA events.

**After School** The school operates an Active After School Communities Program: This is held in our Gymnasium after school on two afternoons a week, with different sporting activities offered each term.

**Community sporting associations** provide many opportunities, and student participation in these groups is high: Littlehampton Tennis and Netball Clubs, Hahndorf Football Club, Soccer, Club.

## **6. Staff (and their welfare)**

### **Staff Profile**

Many of our staff have children in our school, play sport with local sporting organisations, and have firm friendships with other school families. This very much contributes to the community feel to our school.

### **Performance Management**

Littlehampton Primary School is a school which embraces innovation and looks to the future with a positive approach. Teachers are supported in pursuing areas of interest, specialisation or study and encouraged to utilise their skills within the whole school context.

Staff have a right to planned and constructive feedback about their performance. School Leaders share this responsibility:

Staff arrange a regular, weekly meeting time on timetables, so that we meet informally often, and formally at least two times during the year.

### **Staff Social Club**

Staff social events include Lunch Club and Happy Hours and other social occasions.

### **Access to Special Staff**

Instrumental music teachers, Speech Pathologists, Behaviour Support Unit personnel, Guidance Officers and other DECS support personnel are available to support teachers and their programmes through negotiation with the Principal.

## **7. School Facilities**

### **Building & Grounds Redevelopment**

In recent years the school has had almost continuous development.

- |      |  |
|------|--|
| 2010 | Completion of new preschool, library resource centre and double classroom block expected by June   |
| 2009 | Work commenced on our new preschool, new library/ resource centre, and new double classroom block (the old demountable wooden building was demolished).  |
| 2008 | New 4 classroom block. This involved shifting a 2 classroom transportable building developed in 2005, construction of a second 2 classroom transportable building, building veranda area, ramps, steps and pathways  |
| 2007 | New Gymnasium  |
| 1998 | New Molly Meils building, a 4-class building with a central foyer, art room, two computer areas, office and withdrawal room. Included was a further redevelopment of the original Sandstone building with redesign of the Administration, Staff Room and Resource Centre. A Computing Suite with 26 computers is a part of the Resource Centre |
| 1982 | Redevelopment of the original sandstone school building to provide classroom space for 150 students.   |

### **Key Features of our Grounds & Facilities**

- Well maintained facilities include a computer suite, music room, 2 art rooms, French room and gymnasium.
- Attractive and well maintained grounds for student use include play equipment, oval, grassed play area, and basketball court.
- Staff room with a dishwasher and courtyard with pergola. Staff toilets located in 3 areas.
- Wheelchair Access for students and staff with disabilities via extensive paths to all classrooms, completed in 2009. Toilet and shower facilities in main building.

- Our school/community adjoins “Coppins Bush” a 3-hectare area of the last remaining natural vegetation in this area. The school played a role in developing this reserve in 1981, and continues to work with the community in developing and caring for this valuable area. Classes utilise Coppins Bush as a focus for environmental education.

## **Gymnasium**

Our new Gymnasium is used extensively for school P.E. lessons, Active after School Programs, OSHC, assemblies, performances, Arts Showcases (concerts) and school community events. It is available for hire by groups within our community, and is currently used by Taekwondo, Karate K2M (Martial Arts), a church groups and Littlehampton Netball Club juniors.

## **8. School Operations**

### **Decision Making**

#### **Governing Council sets direction, approves policy &**

Main staff decision making is through the staff meeting.

Staff also contribute to whole school development & decision making through active involvement in Year level “Learning teams” and School Development committees. These Committees are:

- Governing Council & sub-committees (Finance Committee, & Grounds and Facilities);
- Occupational Health, Safety and Welfare;
- Personnel Advisory Committee;
- Progress Committee (Curriculum Renewal committee);
- the Extended Leadership Group which deals with Planning and Management; and

**Regular publications:** Daily staff use of Edu Connect for daily announcements, Weekly staff notes and fortnightly School Newsletter.

**Other communication:** Staffroom whiteboard, Term Calendar sent home to all families, “pigeon holes”, phone communication to all areas. A School Handbook is available to all new staff, new and prospective parents.

## **9. Local Community**

### **Parent and community involvement**

A key feature of our school is strong community involvement. There is a high level of parental support in classroom and student support programs. Our school also has a strong involvement with Littlehampton Community Organisations. Our students and school choir is involved in Remembrance Day and Anzac Day services, Our school has a regular column in the Littlehampton Community Newsletter. The *Friends of Coppins Bush* group meets regularly at the school, with involvement of the principal. Our school benefits enormously from the sponsorship of Mt Barker and Blakiston Rotary Clubs. Littlehampton Community Association has representation on our Governing Council, and our school is regularly involved in activities planned by this organisation

### **General characteristics of the township**

Littlehampton is a small township with one hotel, a restaurant and café, one deli. There is a Community Hall and tennis courts, CFS, childcare centre. Spring Park Farm and Hampton Heights have dramatically increased housing available for families in the town.

### **Feeder schools/Kindergartens**

Almost all Receptions come from our own pre-school and playgroup.

### **High Schools**

Mount Barker High School is our feeder high school. Students also move on to Oakbank Area School, Heathfield High School and city schools such as Glenunga, Urrbrae and Mitcham Girls High.

### **Other Local Care and Educational facilities:**

The Hills Region of DECS is located nearby in Mt Barker.

Littlehampton Child Care Centre, Matildas Child Care Centre,

**Commercial/industrial and shopping facilities:** Mount Barker offers a good range of shopping and industrial centres.

Other local facilities: Mount Barker library, recreation centre, and fitness centre, sporting teams, Mount Barker hospital, Government Offices and social services.

Local Government body: Mount Barker Council, Phone: 8391 1633.

## **10. Further Comments**

We are proud to have had Mr Garth Boomer as an old scholar.